

LANGUAGE FAMILIES OF NORTH AMERICA INCLUDING EASTERN SIBERIA NATIVE AMERICAN TRIBES OF NORTH AMERICA

SOCIAL STUDIES, GRADES 4, 5, 6

CHARTS: Language Families of North America Including Eastern Siberia (color)
Native American Tribes of North America

Level 4 Standards: 6040-01; 03; 04
Level 5 Standards: 6050-01; 04
Level 6 Standards: 6060-01; 03; 05; 06

OBJECTIVE: The students will be introduced to the many different language groups of the American Indians, and gain a better understanding of language families and the connections between tribes.

ESSENTIAL QUESTION 1: Why is there a language connection between tribes located geographically a great distance from one another?

ASSESSMENT EVIDENCE

The students will be able to discuss in class or list those traits that comprise a language family.

The students will be able to discuss languages spoken in the Utah region and how they relate to languages in Mexico.

LEARNING STRAGIES

The students will be introduced to the linguistic families of the American Indians by class presentation and viewing the charts.

Present language families within the Utah region, including languages spoken by the Hopi, Utes, Navajo, Paiute and Shoshone.

Introduce a resource speaker of one of those languages, and prepare a lesson for the speaker (e.g., have the resource speaker tell a short story in his/her native tongue, teach the students a short song, and write some of the language's words on the board).

Explain to the students that it is good to be bilingual; however, we all learn English so that in our country we can all communicate in one language. Ask students to share languages they speak besides English.

Students can make a chart similar to the language families chart to display by color those tribes that spoke languages from the same language families. Speculate on the differences and similarities of languages within language families.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-12

Charts: Language Families of North America Including Eastern Siberia (color)
Native American Tribes of North America

Level 7-8 Standards: 6100-01; 02; 03; 04
Utah Studies

Level 7-8 Standards: 6120-01; 02
United States History

Level 9-12 Standards: 6200-01; 02; 03
World Cultural Geography, Part I

Level 9-12 Standards: 6220-01-02-03

OBJECTIVE: The student will learn of the various languages spoken by Indian tribes within the Utah region.

ESSENTIAL QUESTION 1: Why did Indian tribes speak different languages, if they were all native or indigenous people?

ASSESSMENT EVIDENCE

The students will be able to list or discuss language groups of American Indian tribes in the Utah region.

The students will be able to recognize words of Indian origin that are used in everyday American English. Identify the languages from which these words came.

The students will be able to discuss various Indian tribes within a region—their language, culture, and food—and compare these to Indians of that same group today

The students will be introduced to the language families of the Utah region by listing words spoken daily by students that are, in fact, Indian language words—“Utah,” “Wasatch,” “Sanpete,” “Uintah,” etc.

The students should share with the class languages they speak other than English. Discuss the contributions of various languages to American English.

On the language family chart, which language family appears to have the most languages within it (i.e., Athapaskan, Algonquin)?

Speculate on speakers of Athapaskan languages in Siberia and Alaska, and in the southwestern part of the United States—are they the same tribal groups?

Looking at the North American Indian tribes chart on the computer, discuss the number of Indian tribes in the country. Are there as many languages? How did earlier tribes communicate? Discuss the sign language of the Plains Indians.

LEARNING STRATEGIES

As a class, research a tribe(s) within a particular region. Discuss language, tradition, customs, food sources, housing (type and materials), and suitability of housing, and include a section on the same tribe today. What language is now used? Have traditions and customs been retained? A panel of students who address different aspects of the language, tradition, customs and housing will prepare students for the assessment.

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